

Governance Impact Statement 2018/19

The Governing Board is responsible for the strategic direction of the school. It has three core functions outlined by the Department for Education. These are:

- Ensuring clarity of the vision, ethos and strategic direction of the school;
- Holding the Headteacher to account for the educational performance of the school and the pupils and for the performance management of the staff; and
- Overseeing the financial performance of the school and making sure that the money is well spent.

The headteacher is responsible for the day-to-day running of the school.

Legal constitution of the Governing Board

The Governing Board is formally constituted as follows:

- Two parent governors
- One local authority governor
- One staff governor
- One headteacher
- Nine co-opted governors

Total number of governors - 14

Members of the Governing Board for 2019/20

Governor	Category of Governor	Term of office
Max Johnson	Parent	25 May 2016 - 24 May 2020
Peter Lockhart	Parent	25 May 2016 - 24 May 2020
Sue Nunnery	Local Authority	1 Sep 2017 - 31 Aug 2021
Nasim Hartmann	Staff	
Emma Pipe	Headteacher	Ongoing
Lisa Bartram	Co-opted	23 Nov 2017 - 22 Nov 2021
Helen Crossfield	Co-opted	23 Nov 2017 - 22 Nov 2021
Helen Fisher	Co-opted	16 May 2018 - 15 May 2022
Ian Garcia	Co-opted	29 Nov 2018 - 28 Nov 2022
Emily McCarthy	Co-opted	30 Jan 2019 - 29 Jan 2023
Sarah Martin	Co-opted	17 Apr 2018 - 16 Apr 2022
Bruce Traill	Co-opted	23 Nov 2017 - 22 Nov 2021

Governor	Category of Governor	Term of office
Sharon Wannell	Co-opted	23 Nov 2017 - 22 Nov 2021
Jason Malpas	Co-opted	Until 31 December 2018
Claire Mulgrew	Co-opted	Until 31 December 2018
Alex Kumar	Co-opted	From 11 July 2019

The Clerk to Governors is: Jessica Bengler

Delegation of responsibilities

As the key strategic decision-making body of the school, the Governing Board has a structure which has each governor having strategic oversight for a specific area and reporting formally to the Board.

The governance structure leads to more involvement by governors in monitoring the impact of decisions of the Governing Board on children's progress and taking appropriate action based on evidence gathered.

It also reduces the workload of the headteacher in line with the requirement to promote work-life balance, by reducing repetition of reporting and discussions in order to ensure focused debate and clear decision making.

Terms of Reference have been developed for each Lead Governor role and reporting on each role is part of the Governing Board's annual cycle of business.

Lead Governor Role for 2018/19	Named Governor
School Improvement	All governors
Core Curriculum	Bruce Traill (until Easter 2019) and Helen Fisher
Wider Curriculum	Helen Crossfield
Finance	Jason Malpas (until December 2018) and Bruce Traill
Pupil Premium	Sue Nunnery and Sarah Martin
Inclusion and SEND	Sue Nunnery and Sarah Martin
ICT	Max Johnson
Community Links	Emily McCarthy
Premises and Health & Safety	Claire Mulgrew (until December 2018) and Ian Garcia
Safeguarding	Lisa Bartram and Helen Crossfield (deputy)
Staffing	Peter Lockhart

Lead Governor Role for 2018/19	Named Governor
Goverors' links with Twiglets, Fish and PTA	Sharon Wannell

The focus for governors is to carry out their roles in advance of meetings in order to be able to report to them.

Overall the Governing Board is growing towards being an effective governing board that meets all statutory requirements with appropriate challenge of the headteacher, reflection on decision-making and informed discussion.

Overall impact of Governing Board In relation to the three strategic areas

Ensuring clarity of the vision, ethos and strategic direction of the school

Impact:

- The FGB is undertaking its monitoring more role effectively by challenging information provided.
- A Governance Action plan was agreed for 2018/20 and will be reviewed in Autumn 2019.
- A clarity of vision and a caring ethos is embedded in school life.
- Governors are clear on boundaries and their statutory roles and responsibilities, and this is reflected in their work.
- Each governors has made regular visits to school to review the areas for which she/he is the lead governor.
- The Governing Board has had regular reports from Lead Governors and has been able to question them and the senior leaders, as appropriate.
- There is improved contact with staff and better knowledge of the school through each class having a link governor.
- Structures and systems are in place to safeguard the children.

This impact is evidenced by:

- Governor involvement in the arrangements to ensure effective leadership of the school in the term after the previous headteacher left and before the new headteacher took up post;
- Governor support to the new headteacher during her first two terms at the school;
- Terms of reference for Lead Governor roles;
- Minutes of Governing Board meetings;

- Attendance of governors at appropriate training events;
- Attendance of governors at staff meeting as relevant;
- Annual self-evaluation of governance, with areas for improvement included in the Governance Action Plan.
- Policies being reviewed on fixed cycles or if there are statutory changes.
- The Lead Governor - Safeguarding:
 - undertaking regular reviews of the Single Central Record to ensure that it is up to date;
 - monitoring that all staff/volunteers are up-to-date with training to keep children safe and that safeguarding is regularly discussed at staff meetings;
 - monitoring to ensure the online safety of the children including ensuring websites are checked randomly and training given to pupils, staff and parents;
 - reviewing safety/security of site;
 - monitored absence procedures as part of application of Child Protection policy.
- Governors' involvement in the appointment of two teachers taking up post in September 2019;

Holding the Head Teacher to account for the educational performance of the school and the pupils and for the performance management of the staff

Impact:

- Headteacher performance management is rigorous and focused on school priorities.
- Governors provide a balance of challenge and support to leaders and acknowledge the effort they put in.
- Training, reports from the new headteacher and first-hand knowledge has provided governors with a good understanding of the strengths and areas needing improvement at the school.
- An effective working relationship is developing between governors and the headteacher focused on school improvement.
- Governors understands the impact of teaching, learning and assessment on the progress of pupils.
- Governors are aware of the progress with different groups of children.
- Governors' questioning has improved.
- The Governing Board has ensured that SEN children are receiving appropriate interventions and that these are being monitored to ensure their effectiveness.

- The Governing Board has ensured that Pupil Premium funding is being used effectively to support those pupils.
- Governors are conscious of a duty of care to the headteacher and staff and as part of this have produced a staff questionnaire.

This impact is evidenced by:

- Book looks and learning walks undertaken by governors with senior leaders;
- Minutes of the Pay and Performance Committee.
- Training undertaken by governors.
- The Lead Governors SEND and Pupil Premium have reported to the Governing Board on their;
 - monitoring of SEND, inclusion and PPG arrangements to ensure statutory requirements are being met;
 - monitoring of the progress of SEND and PPG pupils;
 - reviewing the effectiveness of current strategies and expenditure;
 - reviewing pupil attendance data;
- The Lead Governors - Core Curriculum and Wider Curriculum have:
 - undertaken monitoring of the school's performance and actions in relation to pupil performance;
 - undertaken monitoring of the school's performance and actions in relation to the curriculum;
 - monitored that the school is meeting statutory requirements by effectively monitoring pupil progress, taking whatever steps are necessary to improve overall performance and the performance of identified individuals and groups as appropriate, in accordance with the SIP;
 - participated in Book Looks to monitor pupil progress;
 - attended staff meetings to monitor the process of reviewing the curriculum.
- Governors' preparation for GB meetings.
- Comparison of school with national expectations and data.
- Monitoring visits with key staff.
- Governing Board minutes.
- Lead Governor reports.
- Governors expectations of staff and pupils.
- Governance Action Plan

- Governing Board structure and activities link to school improvement priorities.
- Skills audits conducted.
- Governors improving familiarity with the school and staff.

Overseeing the financial performance of the school and making sure that the money is well spent.

Impact:

- The staff structure is reviewed annually to ensure that funding is being spent on staffing in the most effective way to benefit the children;
- The school budget is regularly monitored by the Lead Governor - Finance;
- Decisions about teachers' salary progression and performance are made promptly and fairly;
- Governors ensure that performance management systems and objectives are linked to school improvement priorities;
- Governors participate in staff appointments;
- Governors ensure that school finances are properly managed and evaluate how the school is using the pupil premium and the primary PE and sport premium funding
- Processes are transparent and accountable, including in the recruitment of staff.
- Funding is well spent to ensure the school is safe for everyone in it.

This impact is evidenced by:

- Minutes of Pay and Performance Committee.
- Schools Financial Value Standard (SFVS) completed and submitted.
- Governing Board minutes.
- Website improvements.
- Recruitment of effective staff to meet the needs of the school.
- Regular monitoring of the budget by the Lead Governor Finance which is reported to Governing Board;
- The Lead Governor Finance working with the Headteacher and Bursar to:
 - produce a draft budget to recommend to the Governing Board;
 - review levels of delegation with recommendations made to the Governing Board

- The Lead Governor - Health & Safety and Premises has reported to the Board on:
 - an annual inspection of the premises and grounds;
 - the effectiveness of the school's Health and Safety arrangements;
 - the nutritional standards of school lunches to ensure they are meeting the minimum requirements;
 - the review of the security of school property.